



NORTH CENTRAL HIGH

3000 Lockhart Road
Kershaw, SC 29067

Grades	9-12 High School	
Enrollment	480 Students	
Principal	Worth B. Thomasson III	803-432-9858
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Good	Good
2008	Average	Excellent
2007	At-Risk	Below Average
2006	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	20	2	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	72.2%	67.9%	77.6%	72.7%	72.7%	72.7%
Passed 1 subtest (%)	15.1%	18.6%	12.0%	14.0%	14.3%	14.7%
Passed no subtests (%)	12.7%	13.6%	10.4%	13.3%	13.0%	12.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	85.0%	87.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	151	130	228	236
Number of Graduates in Cohort	121	96	161	162
Rate	80.1%	73.8%	72.9%	70.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	88.4%	66.9%
English 1	54.1%	60.0%
Physical Science	54.7%	48.0%
US History and the Constitution	42.9%	35.4%
All Tests	62.2%	52.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=480)				
Retention rate	7.7%	Down from 11.3%	3.5%	3.7%
Attendance rate	98.6%	Up from 95.1%	95.1%	95.4%
Eligible for gifted and talented	20.1%	Up from 10.3%	13.0%	12.4%
With disabilities other than speech	15.4%	Up from 13.6%	14.4%	12.8%
Older than usual for grade	12.7%	Down from 14.0%	9.5%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	1.6%	1.1%
Enrolled in AP/IB programs	3.6%	Up from 2.7%	7.7%	13.1%
Successful on AP/IB exams	N/A	N/A	39.7%	50.4%
Eligible for LIFE Scholarship	34.0%	Up from 25.9%	28.8%	30.4%
Annual dropout rate	4.6%	Up from 4.0%	3.6%	3.1%
Career/technology students in co-curricular organizations	2.7%	Down from 9.2%	7.5%	2.2%
Enrollment in career/technology courses	255	Down from 360	454	424
Students participating in work-based experiences	0.2%	Down from 1.7%	12.7%	11.7%
Career/technology students attaining technical skills	75.4%	Up from 74.6%	75.9%	78.7%
Career/technology completers placed	N/A	N/A	98.0%	98.5%
Teachers (n=34)				
Teachers with advanced degrees	61.8%	Up from 54.1%	60.7%	60.4%
Continuing contract teachers	73.5%	Up from 73.0%	73.4%	76.6%
Teachers with emergency or provisional certificates	10.0%	Down from 12.9%	10.4%	6.5%
Teachers returning from previous year	81.7%	Down from 90.1%	84.7%	86.8%
Teacher attendance rate	98.0%	Up from 94.6%	95.2%	95.8%
Average teacher salary*	\$44,431	Down 4.5%	\$46,504	\$47,390
Professional development days/teacher	7.2 days	Up from 6.6 days	10.0 days	10.0 days
School				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.2 to 1	25.9 to 1	25.8 to 1
Prime instructional time	96.4%	Up from 89.2%	89.1%	90.1%
Dollars spent per pupil**	\$9,523	Up 17.6%	\$8,361	\$7,974
Percent of expenditures for teacher salaries**	48.0%	Up from 46.0%	54.6%	55.4%
Percent of expenditures for instruction**	51.5%	No Change	59.8%	60.4%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 59.9%	94.2%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	107	85.0%	463	62.2%	130	73.8%	No
Gender							
Male	52	82.7%	227	62.6%	68	61.8%	N/A
Female	55	87.3%	236	61.9%	62	87.1%	N/A
Racial/Ethnic Group							
White	65	92.3%	262	67.9%	81	80.2%	N/A
African American	38	73.7%	187	55.1%	44	63.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	14	50.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	60.0%	60	43.3%	12	66.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	64	84.4%	344	61.0%	80	68.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

North Central High School (NCHS) is located in the northern rural part of Kershaw County. NCHS has a mission to work with our community to empower our students to become competent, responsible, lifelong learners.

The 2009-2010 school year for North Central High School was one of tremendous achievement. First, we received a Magna Cum Laude Award from the State Department of Education for excellent performance and rapid improvement on the SAT. Our SAT scores surpassed the state average as well as the national average. Second, our school report card rating of "Good" in the area of absolute performance is the highest rating our school has received since the report rating system was developed. Next, our school received Palmetto Achievement awards from the South Carolina State Department for absolute performance and closing the achievement gap. This is the second year in a row that North Central High School has received both awards, and our school is one of only 153 schools to win both awards this year. Finally, North Central High School was selected by the State Department of Education and ETV as the Palmetto Gold and Silver Showcase High School for the 2009-2010 school year.

Our high level of achievement is predominantly due to the instruction that occurs at North Central High School on a daily basis. On any given day, you will find high-level, quality instruction taking place in our classrooms. Our teachers make sure that this type of instruction is a reality for all our students. Another reason for our continued improvement is that we have fully integrated technology into the learning process. All of our classes are equipped with the latest technology to engage students. All of our students are equipped with advanced laptops allowing teachers to communicate and teach using the most up-to-date digital resources and data. Furthermore, we have designed our school day in a way in which every student can receive extra assistance on a daily basis. Our "learning center" concept (extra-help during the middle of the day) allows students to ask questions and receive additional instruction that helps to provide a deeper understanding of content. We have also diversified our school course offerings so that every child can pursue his or her dreams in a particular area of interest. In recent years, we have added drama, sports medicine, hospitality and tourism, and teacher cadet courses. With these additional courses and the courses supplied at our vocational center, the Applied Technical Education Campus, we are able to meet the needs and interests of all of our students.

The major challenge of North Central High School is to deal with the current economic situation and the increased demands this will put on our faculty and staff. However, we are dedicated to making sure that we will meet these challenges, and we are looking forward to continued success in the near future.

Worth Thomasson, Principal
Darlene Ham, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	62	33
Percent satisfied with learning environment	81.8%	67.2%	87.9%
Percent satisfied with social and physical environment	93.9%	62.9%	75.8%
Percent satisfied with school-home relations	31.3%	82.3%	75.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	127	99.2	13.9	42.6	27	16.5	55.7	65.9	65.9	No	Yes
Male	64	98.4	20.7	43.1	24.1	12.1	48.3	61.5	60.8	N/A	N/A
Female	63	100	7	42.1	29.8	21.1	63.2	70.7	71	N/A	N/A
White	81	98.8	12.3	35.6	31.5	20.5	61.6	74.8	77.5	No	Yes
African American	39	100	18.9	51.4	18.9	10.8	45.9	48.9	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	52.4	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	17	100	58.8	35.3	5.9	0	5.9	17.9	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	47.3	I/S	I/S
Subsidized meals	82	98.8	18.9	50	20.3	10.8	44.6	49.9	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	127	99.2	15.7	42.6	27.8	13.9	61.7	59	62.3	Yes	Yes
Male	64	98.4	20.7	43.1	22.4	13.8	55.2	57.9	61.7	N/A	N/A
Female	63	100	10.5	42.1	33.3	14	68.4	60.2	63	N/A	N/A
White	81	98.8	15.1	34.2	32.9	17.8	69.9	68.7	75	Yes	Yes
African American	39	100	18.9	59.5	13.5	8.1	43.2	39.9	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	47.6	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	17	100	58.8	23.5	17.6	0	23.5	18.2	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	45.5	52.6	I/S	I/S
Subsidized meals	82	98.8	21.6	45.9	28.4	4.1	52.7	42.4	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	127	81.1	69.9	16.5	12.6	1.0	13.6	N/A	N/A	N/A	N/A
Male	64	81.3	71.2	19.2	7.7	1.9	9.6	N/A	N/A	N/A	N/A
Female	63	81.0	68.6	13.7	17.6	0.0	17.6	N/A	N/A	N/A	N/A
White	81	81.5	65.2	19.7	15.2	0.0	15.2	N/A	N/A	N/A	N/A
African American	39	82.1	81.3	6.3	9.4	3.1	12.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	17	52.9	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	82	75.6	77.4	14.5	6.5	1.6	8.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	141	99.3	19.6	39.9	28.3	12.3	55.8	62.9	61.8
	2010	127	99.2	13.9	42.6	27	16.5	55.7	65.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	141	99.3	26.8	34.8	20.3	18.1	51.4	58.8	62.7
	2010	127	99.2	15.7	42.6	27.8	13.9	61.7	59	62.3

* Adjusted to account for natural variation in performance.